



Deerfield Community School District

Section 1: Introduction

Deerfield Community School District's Early Literacy Remediation Plan

Publication Date: September 2025, with updates as needed

The Deerfield Community School District is following the guidance of the Wisconsin Department of Public Instruction (DPI) to strengthen literacy learning for our students. Our plans for meeting the ACT 20 requirements will be updated and modified under their direction.

Vision and Mission:

We are committed to educating the whole child while providing a safe and nurturing environment that promotes a passion for lifelong learning, respect for self and others, and an appreciation for individual differences.

Primary District Contact for Early Literacy Plan and Instruction:

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Universal Approach to High Quality Instruction

The universal curriculum resource materials are [American Reading Company](#) (ARC Core) and [Heggerty's Bridge to Reading](#) for our students in kindergarten through grade 3.

Links to Standards:

- [Wisconsin Standards for English Language Arts, DPI 2020](#)
- [Wisconsin Essential Elements for English Language Arts, DPI 2022](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Professional Educator Training:

Professional educators in the Deerfield Community School District completed a Science of Reading Training through Cox Campus during the 2024-2025 school year. All of our professional educators successfully completed the PreK-5 Structured Literacy Program to increase their knowledge and improve their literacy practices for language and literacy instruction.

The district will require any new hires to provide proof of completed training by a DPI approved vendor or complete the district training within their first year of employment.

Universal Approach to High Quality Instruction**Fundamental Skills Screening Assessment (4K)****Assessment Tool:**

The 4K Pearson aimsweb Plus is the fundamental skills screening assessment that is administered to students enrolled in four-year-old kindergarten (4K).

Goal:

Every child has the potential to become a strong reader. To make sure all our students are on the right track, we use screening assessments. These assessments help us understand who is meeting grade-level expectations and who might need a little extra help to succeed. The information we gather from these screeners allows us to create a plan with specific support, so we can meet each child's individual needs.

Purpose:

The purpose of the fundamental skills screening assessment is to evaluate students who are enrolled in 4K on:

- phonemic awareness
- letter sound knowledge

It is a state-mandated and state-selected reading readiness screening tool. See [§ 118.016\(2\)](#). State law does not allow families to choose whether to have their child(ren) participate in this assessment.

Timing of Assessment:

The District administers the fundamental skills screening assessment to 4K students at least two times* during the school year.

1. The first administration takes place within 45 calendar days of the start of the school term for students each fall.
2. The second administration occurs in the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.

Fundamental Skills Screening Assessment (5K-3)

Assessment Tool:

The 5K-3 Pearson aimsweb Plus is the fundamental skills screening assessment that is administered to students enrolled in five-year-old kindergarten (5K) through Grade 3.

Goal:

Each young learner has potential to be a proficient reader. Screening assessments help us better understand which students meet expectations and which students may need additional support to meet or exceed the grade-level standards. Information from the screener helps to identify students' needs and plan for any necessary interventions to support the needs.

Purpose:

The purpose of the universal screening assessment is to evaluate students enrolled in 5K through Grade 3 in the following areas:

- Phonemic awareness
- Decoding skills
- Alphabet knowledge
- Letter sound knowledge
- Oral vocabulary

The screening assessment used in 5K to Grade 3:

- Attempts to identify students who may be struggling with reading skills and literacy-related learning objectives.
- Provides a basic checkpoint on a student's reading progress during the school year.
- Can help classroom teachers to identify, on both a group and individual basis, any skills or learning objectives that may need some reinforcement and the content that students may be ready to learn next.
- Additional Information Can Be Found: [Pearson's AimswebPlus Assessment Matrix](#)

It is a state-mandated and state-selected reading readiness screening tool. See [§ 118.016\(2\)](#). State law does not allow families to choose whether to have their child(ren) participate in this assessment.

Timing of Assessment:

The District administers the fundamental skills screening assessment to students in 5K through Grade 3 three times during the school year.

1. The first administration takes place within 45 calendar days of the start of the school term for students each fall.
2. The second administration occurs in the middle of the school year.
3. The third administration occurs near the end of the school year, at least 45 calendar days before the last day of the regular annual school term.

Section 2: Strategic Early Literacy Assessment System**Diagnostic Literacy Assessments**

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills identified in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).

Assessment Title(s)	Assessment Description	Skill Area(s)
aimswebPlus	aimswebPlus offers nationally-normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains with additional add-on measures across dyslexia.	● Phonemic Awareness ○ Initial sounds ○ Phoneme segmentation ● Letter Sound Knowledge ○ Letter Word Sounds Fluency ● Alphabet Knowledge ○ Letter Naming Fluency ● Oral Vocabulary ○ Auditory Vocabulary ○ Vocabulary

		• Decoding Skills ◦ Letter Word Sounds Fluency ◦ Oral Reading Fluency • Rapid Naming ◦ Letter Name Fluency ◦ RAN
Dibels8	DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.	• Alphabet Knowledge ◦ Letter Naming Fluency • Rapid Naming ◦ Letter Name Fluency • Phonemic Awareness ◦ Phoneme Segmentation • Decoding Skills ◦ Nonsense Word Fluency: WRC ◦ Oral Reading Fluency ◦ Word Reading Fluency • Letter Sound Knowledge ◦ Nonsense Word Fluency: CLS • Reading Comprehension ◦ MAZE • Spelling

		○ Encoding
Heggerty Phonological Assessments	Student assessments can be used to monitor student progress with phonological and phonemic awareness skills, and the results can be used to plan for instruction.	● Phonological Awareness ○ Rhyme Production ○ Blending Syllables ○ Segmenting Syllables ● Phonemic Awareness ○ Blending and Segmenting Phonemes ○ Isolating Initial, Medial, and Final Sounds ○ Phoneme Manipulation

Other Relevant Assessment Data	Parent/Family/Caregiver Communication
Forward Exam (Grades 3+)	The Forward Exam is administered in the Spring of each school year during a testing period that is established by the Wisconsin Department of Public Instruction. Parents/Families receive Individual Student Reports (ISR) when results are available through DPI.
ARC Core: IRLA (Independent Reading Level Assessment)	The IRLA is administered in the fall to determine the independent reading level. Parents/Families receive a IRLA Home Update report three times a year (beginning-of-year, midyear, end-of-year).

Section 3: Student Supports

Interventions		
What are interventions? An “intervention” is the systematic use of a technique, program, or practice that has been specifically designed and shown to improve a student's learning in a particular area of need. To be effective, interventions are accurately matched to the student’s needs, and their progress is carefully monitored and adjusted as needed.		
Literacy skills	Intervention strategy or resource(s)	Strategies for weekly monitoring of progress
Phonological awareness	IMSE/OG Comprehensive+, Heggerty Kindergarten, Bridge to Reading (k), PRESS	Anecdotal notes and observations
Phonemic awareness	IMSE/OG Comprehensive+, Heggerty Primary, Heggerty Bridge the Gap, Explode the Code, Bridge to Reading (k-3), ARC Foundational Skills Tool Kits, PRESS	aimswebPlus progress monitoring, Dibels8 progress monitoring,
Decoding	IMSE/OG Comprehensive+, Explode the Code, Bridge to Reading (k-3), PRESS	aimswebPlus progress monitoring, Dibels8 progress monitoring
Word Recognition	IMSE/OG Comprehensive+, Explode the Code, Bridge to Reading (k-3), ARC Foundational Skills Tool Kits	aimswebPlus progress monitoring, Dibels8 progress monitoring
Alphabet Knowledge	IMSE/OG Comprehensive+,	aimswebPlus progress monitoring, Dibels8 progress

	Explode the Code, Bridge to Reading (k), ARC Foundational Skills Tool Kits	monitoring
Oral Language and Vocabulary	IMSE/OG Comprehensive+, Edmark level 1, Explode the Code, ARC Foundational Skills Tool Kits, PRESS	ARC Core: SchoolPace, Anecdotal notes and observations
Oral Reading Fluency	IMSE/OG Comprehensive+, Explode the Code Edmark level 1, Six Minute Solution: a Reading Fluency Program, Bridge to Reading (k-3). PRESS	aimswebPlus progress monitoring, Dibels8 progress monitoring
Comprehension	IMSE/OG Comprehensive+, Edmark level 1, 95% Group: Blueprint for Intervention, Bridge to Reading (k-3), ARC Foundational Skills Tool Kits, PRESS	Dibels8 progress monitoring

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes:

- A description of the science-based early literacy programming
- Early literacy assessment data
- Overall early literacy analysis
- Student goals and support plans
- Additional services to accelerate early literacy skills
- Recommendations for culturally relevant early literacy learning
- Record of attendance and progress

- Record of communication with parent/family/caregiver(s)

The school will provide a copy of the plan to parent/family/caregiver no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by a parent or teacher.

Parent/Family/Caregiver(s) can expect to receive updates about the student's progress at least every 10 weeks.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

See [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#), Wisconsin Department of Public Instruction (July 2021)

Promotion Policy

See [DCSD Policy](#), number 5411, titled Third-Grade Promotion and Retention: At-Risk Students

Summer Reading Support

Summer reading support will be offered to qualifying students. Parents/Caregivers can expect communication on how and when.

Exit Criteria

Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personal reading plan is considered to have completed the personal reading plan if parents/caregivers and the school agree the student has met the goals in the personal reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)).

In 5K through grade 2, students must pass their Fundamental Skills Screening Assessment (currently aimswebPlus) with a percentile rank of 25 or above.

Section 4: Family & Community Engagement

Family Notification

Parents/caregivers will be notified about:

- Initial family letter explaining the Fundamental Skills Screening Assessment

- Completion and score on Fundamental Skills Screening Assessment and description of next steps if necessary after each testing period
- If student qualifies for a Personal Reading Plan (PRP), this document will be shared with parents and require parental/caregiver signatures
 - The PRP will provide weekly records on attendance and progress toward their individual goal
 - After 10 weeks the parents will be notified on goal progress and next steps
 - At the end of the year parents will receive a final progress update

Family & Community Engagement Strategies

Families and communities are active partners as key collaborators in achieving the goal of literacy success for every learner.

Recommendations for Parent(s)/Caregiver(s) from School Professionals:

- Read nightly with your child. You could read to them or they can read to you or a combination of both. Reading nightly to your child will grow their oral vocabulary, build fluency, and help to foster a love for reading.
- Play word games; these are easy to play in the car because they do not require written words or books! You can sing silly rhyming songs (Down by the Bay is a great one), make rhyming strings (cat, bat, sat, mat...), give a simple word to your child and have them state the first or last sound in the word, have them break up a word into individual sounds (you say “cat”, they say “c-a-t”) or you give the individual sounds and they blend them into a simple word (you say “c-a-t”, they say “cat”), clap syllables, or beats, in words (“ba (clap) na (clap) na (clap)”) or you give syllables and your child can say the word!
- Alphabet practice- have your child not only name the letter but also state the sound(s); “the name is ____, the sound(s) is/are ____”. Use both upper and lowercase letters. Alphabet cards are easy to make with notecards if you don’t have them.
- If you have alphabet cards, magnet letters, or a white board at home you can use these to build simple words and have your child read them. While practicing, change only one letter at a time to make a new word. For example begin with **cat**, change the **c** to **h** to make **hat**, change the **a** to **i** to make **hit**, ect.
- To practice reading fluency (reading rate, accuracy, and prosody) by using a book that your child brought home in their blue book bag, have them pick a short passage, a paragraph or two, and have them reread it several times to focus on accuracy, rate, and prosody. The rate should be a good pace, not too fast or slow, and the prosody (rhythm, stress, and intonation in language) should sound like natural speech.

Recommendations for Additional Services & Resources in the Community:

- Utilize the Deerfield Public Library and their free programming. They are a great resource for exploring your child's reading interests, and have a great program. For younger children, there is story time and activities.
- The Deerfield Coffeehouse offers a story and craft time, check their Facebook page for more information.
- The Madison Public Library system also provides some great family opportunities. Once on their webpage search through the links on the left hand side of the screen to find more information.
- Look to connect with local tutors (private pay)

Section 5: Strategic Use of Data**Early Literacy Instruction Evaluation Process**

With the guidance of the Director of Curriculum and Instruction and the District Reading Specialist, the district will use assessment and intervention data from this plan to:

- **Evaluate and improve** the district's primary teaching methods for reading and early literacy. This includes ensuring those methods are used consistently and correctly.
- **Assess the quality and structure** of the district's early literacy intervention systems and procedures, including any optional programs. Intensive literacy support is provided for students in grades K-5.
- **Identify reading achievement gaps** among specific student groups. This data will help create recommendations to address those gaps.
- **Inform recommendations for educator training and professional development.** This may include workshops, coaching, or other training to help teachers use district, school, and classroom data to improve their teaching practices.
- **Annually review and evaluate** this plan.

Glossary of Acronyms

- ARC: American Reading Company
- CLS: Correct Letter Sounds
- DCSD: Deerfield Community School District
- DIBELS: Dynamic Indicators of Basic Early Literacy Skills
- 5K: Five-year-old kindergarten
- 4K: Four-year-old kindergarten
- IMSE: Institute for Multi-Sensory Education
- IRLA: Independent Reading Level Assessment
- ISR: Individual Student Report
- MAZE: Multiple-choice Cloze
- OG: Orton-Gillingham
- PRESS: Path to Reading Excellence in School Sites
- PRP: Personal Reading Plan
- RAN: Rapid Automatized Naming
- WRC: Words Read Correctly